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17. ABSTRACT (MAX. 250 WORDS)

Two newsletters from the Compensatory Education Program in Fresno included plans for the Planning Grant Program, the Basic Program, and the Intensive Program. The Basic Program should reduce pupil-teacher ratio, provide pre-school projects through the use of either school facilities or private facilities, provide remedial and corrective programs in language arts, and provide for evaluation, testing, and consultation each year. Data on Adult Education showed that five hundred adults registered for the classes, and that the Negro and Mexican American adults were attending the classes in large numbers.

Also reported were the field trips taken by the students to such places as art centers, hospitals, libraries, and the zoo.

The second newsletter stated that the Compensatory Education Program in Fresno had completed two years of experimentation under the McAteer Act. Teachers, administrators, and citizens were involved in trying to accomplish the goals of the program. Future programs should include increased education for adults, more field trips, lowering of the pupil-teacher ratio, and the bringing in of outside speakers.

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FRESNO CITY UNIFIED SCHOOL DISTRICT

Compensatory Education Program

NEWSLETTER

This newsletter will provide you with current information about the operation of C.E.P.

The Compensatory Education Program for the state of California seems to have a bright future. The new McAteer Act, Senate Bill 482, is now being considered in the legislature. The money for the new act totals twenty-seven (27) million. This is in contrast to the 340 thousand that was allocated for the current year.

Senate Bill 482 will give monetary aid to school districts if the districts comply with certain conditions. The conditions are broken down into the following plans:

1. The Planning Grant Program shall be conducted for one fiscal year by school districts which the Director of Compensatory Education has determined to be inadequately prepared for participation in the basic program or the intensive program, and shall be directed to preparing and equipping the district and its officers and employees to conduct a compensatory program. The reimbursement under this program would have the state contributing $15 and the local district contributing $15 - Total $30 per disadvantaged student.

2. The Basic Program shall be a combination of services for disadvantaged pupils provided by the district in conjunction with community groups and parents. It shall: (a) reduce pupil-teacher ratio; (b) provide preschool projects through the use of either school facilities or private facilities; (c) provide in-service education for school district personnel; (d) provide school-home cooperation, including home visitation, parent education and participation, and parent-teacher conferences; (e) provide cultural enrichment programs, including field trips, special speakers, movies, records, library programs, concerts and other cultural experiences; (f) provide after school tutoring programs utilizing the services of colleges and universities; (g) provide remedial and corrective programs in language arts, and (h) provide evaluation, testing and consultation each year.

   The reimbursement under this program would have the state contributing $125 and the local district contributing $25 - Total $150 per disadvantaged student.

3. The Intensive Program shall include all of the elements prescribed for the basic program and shall, in addition, include each of the following: (a) provide competent school-community coordinators, to secure effective coordination of the efforts of pupils, parents, schools, and the community, (b) provide curriculum revision and the development and use of new instructional equipment and facilities to reorient the education program to meet the particular needs of the disadvantaged pupils, and (c) provide intensive use of auxiliary personnel, including counselors, social workers, psychologists, health personnel, and others, the services of whom may be made available not only by the public school system, but by other public and private agencies and organizations.

The reimbursement under this program would have the state contributing $190 and the local district contributing $35 - Total $225 per disadvantaged student.

An interesting note is the fact that the President's Elementary-Secondary Education Act, which is in congress, has the same compensatory programs as the McAteer Act. This act is on a broader basis with $60 million dollars being allocated to California.

I. The Preschool is starting the new semester with a helper, Mrs. Betty Rothe. Mrs. Rothe will enable Mrs. Bowser and Mrs. Brewer to spend more time in conferencing parents and orientating the Irwin Junior High students.

II. Adult Education has now registered five-hundred adults for its classes at Edison High School since October 1, 1964. The Compensatory Education Citizen's Advisory Committee visited all of the Adult Classes on February 23. The most outstanding observation seemed to be the wonderful rapport between the students and the teachers. Another observation showed that both the Negro and Mexican American Adults are attending the classes in large numbers.

III. Six Evening Counselors are helping to program students at Edison High School. The student and his parent come together and talk over, with the counselor, what courses the student will be taking in the fall.

Mr. Arthur Suddjian, from the Holland School, worked for one week at Edison High School programming students. Mr. Suddjian stated, "Nearly all of the parents arranged their time to come in with their son or daughter and all were delighted with the idea of spending some time discussing their child's future."

IV. Dr. John Martin reports on extended day classes and adjustment reading teacher program. It appears that the experimental programs are set so that a credible job of evaluation can be accomplished during the month of May. The instructional programs have been "firmed up" and the experimental designs have been established in the following schools: (1) Teilman, (2) Carver, (3) Kirk, and (4) Lincoln. Dr. Martin's time has been spent as follows: (1) formulating the experimental designs, (planning sessions (teachers and principals), (3) counseling teachers, (4) planning (director and principals,) and (5) parental conferencing.

At the terminal stage of these programs a comparison will be made between the experimental groups and the control groups to assess the amount of reading increment made. On the basis of the findings, help will be provided to determine the direction of the reading teacher for the next school year.

An adjustment reading teacher is also working at the Franklin and Columbia Schools under the direction of Mr. Quinter Liskey and Mr. Al Pratt. Evaluation of these programs will take place during May of 1965.

V. Dr. George Avery, from the Fresno State College Laboratory School, reported the following information: Ten "Middle-Class" youngsters were placed in a class at the Fresno State College Laboratory School along with ten "Disadvantaged" youngsters during the fall semester. They were transported to the college by Lion Club members every Wednesday afternoon. Dr. Avery used the "Inquiry Method" which consisted of asking questions about scientific films. After an evaluation was made the results showed that the "Middle-Class" youngsters made no significant gain in scientific knowledge. The "Disadvantaged" youngsters did show significant changes in their scientific knowledge. The Step Science Achievement Test was also given to

"Disadvantaged" youngsters who were not included in the "Inquiry Method Class," and there was no significant change.

VI. Dr. Howard Campbell from the Fresno State College and Mrs. Evelynne Walker are gathering information for an institute this summer. The institute will be supported by the Civil Rights Act of 1964, which provides monies for inservice education.

VII. Mr. John Solo states the following about the non-graded English Program at Edison: "The students that have classes in the new language laboratory are enjoying them. New materials are starting to arrive that will help the students in their language arts program. We are happy that we went into the non-graded English, but it is too soon to make an evaluation of the program."

One of the most popular new courses at Edison High School is the Negro Literature Course taught by Miss Joan Silveira.

VIII. P.T.A. Volunteers are working at some of the elementary schools and Edison High School. Many of the volunteers have been teachers or secretaries and are providing a valuable service in the classroom and in the office. These volunteers were organized by Mrs. Betty Tackett from Fresno City Council of Parents and Teachers.

IX. Field Trips are being taken by all of the compensatory schools. Some of the trips are as follows:

School	Date	Number of Pupils	Trip	Purpose
Carver	1/5 /65	70 (2nd Graders)	Fresno Art Center	Underwater Fantasy - For Art Appreciation
	1/27/65	34	The Fresno Bee	To observe reading material being printed
	2/22/65	90(6th Graders)	Fresno Art Center	Pre-Columbian Art
Columbia	1/5/65	90 (2nd graders)	Fresno Art Center	Underwater Fantasy - For Art Appreciation
	2/4/65	6 (Remedial Reading Grp.)	Kearney Mansion	In relation to reading material on history
	2/16/65	Sierra Hosp. (Rem. Read. Grp.)	-Sierra Hospital	In relation to reading material
	3/22/65 3/23/65 3/24/65 3/25/65	110 (Ist Graders)	Fresno State College Farm	To Observe farm animals and their young
Edison	2/6/65	35 (girls)	Hoover High	City-Wide Sports Day- pertaining to unit in Basketball
	3/4/65	24	Library	Learn how to do research for term paper
Franklin	1/5/65	150 (2nd graders)	Fresno Art Center	Underwater Fantasy-For Art Appreciation
	12/5/64	9	Wishon Power House	To observe water power converted into electric power
	2/25/65	120 (6th graders)	Art Center	Pre-Columbian Art on Mexico which we will be sutdying in History

School	Date	Number of Pupils	Trip	Purpose
Franklin (Cont'd)	2/27/65	120 (4th graders)	San Jaun Batista	Relates to study of History on California Missions
Irwin Jr. High	12/21/64	46	Kearney Mansion	As it reflects History of last century
Kirk	1/5/65	90 (2nd graders)	Fresno Art Center	Underwater Fantasy-For Art Appreciation
	2/25/65	85	" "	Pre-Columbian Art - Early day art - Mexico and S. America
	3/4/65	30 (5th graders)	Fresno County Library	Use of library - relates to reading literature
	3/16/65	30 (Kgn.)	Roeding Park Zoo	Observe wild animals- Relates to study of circus and zoo
	3/17/65	" "	" "	" " " " "
	3/18/65	" "	" "	" " " " "
Lincoln	1/5/65	120 (2nd graders)	Fresno Art Center	Underwater Fantasy- For Art Appreciation
Teilman	12/5/64	60 (6th graders)	Fresno State College	Peter Pan - To observe a live production
	12/15/64	25 (1st graders)	Fulton Mall	To observe the advantages as well as the aesthetic values of having a mall in Fresno- - relates to study of Christmas, toys, and citizenship
	12/16/64	50 (6th graders)	Lincoln Elem. School	Jr. Philharmonic Orchestra Concert - relates to study of music appreciation
	1/5/65	60 (2nd graders)	Fresno Art Center	Underwater Fantasy- For Art Appreciation
	2/23/65	35 (Kgn.)	Fire Station #3	Relates to the study of the fireman
	2/26/65	30 (6th graders)	Fresno Art Center	Pre-Columbian Art Exhibit (Mayans & Aztecs) Relates to study of Mexico

X. Negro History week has just been completed. There were some very interesting programs throughout our state. Carver Elementary School, in Fresno, had a very fine program produced by Mr. William Gillen and faculty.

Did you know: (1) that thrity Negroes were with Balboa when he discovered the Pacific; (2) that a Negro reaped the first wheat crop in Mexico; (3) that the first man to fall dead in the Boston Massacre was man named Crispus Attucks and a monument stands to honor him in Boston's Common today; (4) that over five-thousand Negroes died in the Revolutionary War, fighting for America, this included slaves and free Negroes.

Experts in curriculum seem to think that these facts should not be taught by themselves, but should be interwoven meaningfully throughout the entire curriculum.

XI. "High Notes"

A. Mrs. Velma Bowser, Mrs. Feltus Sterling, Mrs. Evelynne Walker, Dr. John Martin, Mr. John Solo, Mr. William Booth, and Mr. Arthur Carlson attended the State Compensatory Education Conference in San Francisco, February 26,27, 1965. One of the most interesting speakers was Senator Eugene McAteer.

B. Mrs. Gene Bluestein and her group of field trip volunteer drivers took the first grade class of Mrs. Jane Myers of Teilman School on a trip to Harpain's Dairy. A newspaper prepared by the children gave evidence of a successful journey. Their next scheduled trip will be to Fresno State College with Columbia School's four first grade classes. Four successive days are scheduled to make it possible for the children to ride the tram through the farm area in small groups.

C. The Irwin Junior High School students from Mr. Bartholomew's class are currently working to develop their skill in speech and reading by preparing stories for reading to the preschool children. They are starting an after-school story-writing and production project on Monday, March 8 with Mrs. Evelynne Walker of the C.E.P. Staff.

A group of these students will attend a dress-rehearsal of the Fresno State College production of the musical, Carnival, on Tuesday evening, March 9.

D. "Rx for Dropouts" was viewed by five-hundred people at the state compensatory conference. This film, produced by the Fresno County and City Schools, will also be shown at the Study Hall Conference in San Francisco, on April 9, 10, 1965.

E. Mrs. Marion Bue has completed the writing of the non-graded English program at the Edison High School. This program has many promising areas and by the end of the spring semester an evaluation will be made of t he progress.

F. The Columbia School's sister school, the Baird School, recently had a talent show and donated all of the profits to Columbia. The participants were from the Columbia School and a big "thanks" should go to chairman, Mr. Ed Bailey, and assistant chairman, Mrs. Bernice Leffall.

G. The Fresno City Unified School District has submitted three projects to the Community Council Commission in relationship to the Economic Opportunity Act (Poverty Act). They are: (1) Reading, (2) Preschools, and (3) Library Services. Mr. Robert Hansler is the coordinator for the city schools projects.

H. Mr. Dominic Papagni, Miss Kay Barnes, and Mr. John Shive will attend the Western Regional Biology Conference in Sunnyvale, California, on Saturday, March 6.

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FRESNO CITY UNIFIED SCHOOL DISTRICT

Compensatory Education Program

NEWSLETTER

This is the final Newsletter for Compensatory Education under the McAteer Pilot Study. It will tell you some of the accomplishments over the last two years.

The present McAteer Act ends on June 30, 1965. The new McAteer Act, S.B. 482, has not been passed by the legislature. This new act calls for the following: 1) a comprehensive compensatory education program, 2) a Director of Compensatory Education who shall report to the Superintendent of Public Instruction, 3) two million dollars related to the State Department of Social Welfare, Public Law 543 of the 87th Congress, 4) four million dollars from the General Fund in the State Treasury, and 5) two million dollars for research with institutions of higher learning. S.B. 482 has been marked urgent to enable school districts to make educational, financial, and personnel plans for the 1965-66 school year.

The Elementary Secondary Education Act has been signed by President Johnson. The appropriation of the money to finance the act has not been passed by Congress. California will receive seventy three million dollars from this act. Both the state and federal compensatory acts are one hundred percent reimbursement.

The Fresno City Unified School District cannot expand its compensatory program until it knows how much state and federal monies it will receive.

SUMMARY OF CONCLUSIONS

The Fresno City Unified School District's Compensatory Education Program has completed two years of experimentation under the McAteer Act. Many positive and some negative facts have been found. Teachers, administrators, and citizens have been directly and indirectly involved in trying to accomplish goals that were set up at the beginning of the program.

The main goal of the entire Fresno City Schools program was to have Junior High School students participate in a preschool. This was supposed to raise the level of aspiration of both the three and four year old child and the seventh and eighth grade student.

From this initial idea many other ideas expanded and can be concluded as follows:

I. Data which has been collected to date seems to support the idea of preschool. More subjective than objective data has been collected because of the short duration of the project. It will be much more meaningful to follow the students that have had preschool through the elementary grades to see if they were truly helped

II. Programs must be conducted in the area of parent education especially at the preschool level. Health services and how to create a better home environment is an important part of a compensatory program using school-home coordinators

III. Junior High School students do benefit by their participation in the preschool. Every effort should be made by the staff of the junior high school and the staff of the preschool to expand this program

IV. Inservice education meetings are essential to the development of sound instructional programs in disadvantaged areas

V. After school study centers, on a voluntary basis, provide help for students. Programs at the secondary schools are very beneficial

VI. It is essential that institutions of higher learning be used to promote research, preservice and inservice education, new techniques and materials for the disadvantaged

VII. Individual and group counseling is essential to a compensatory program. The counseling should be expanded to include both daytime and evening sessions which would include the parents and students

VIII. More time and emphasis must be placed on reading in the primary grades. This can be accomplished with reading opportunity teachers placed in each compensatory elementary school and split session reading program

IX. Field trips are essential to a compensatory program, to improve the self-image of the student and to raise his educational sights

X. Citizens of the total community have an opportunity to give a potential ninth grade dropout a helping hand by acting as a Big Brother or Big Sister

XI. A compensatory program must constantly keep the parent informed of Adult Education that is available to him.

XII. It is essential that a compensatory program has an effective health services program

XIII. To constantly look for new methods and materials to work more effectively with disadvantaged students

XIV. Courses in the culture and background of various ethnic groups must be offered throughout the curriculum

XV. Auxiliary agencies in the community, such as, county health department, welfare department, private agencies - Pacific Gas & Electric Co., and Bell Telephone and Telegraph should continue to work on an expanded program of compensatory education

XVI. More clerical workers are needed in compensatory education schools that have additional programs

XVII. More resource persons are required at the compensatory office in the areas of new materials and techniques and field trips

XVIII. Pupil teacher ratio should be considered when making up a compensatory budget

XIX. Teacher aids can be used to reduce the teacher load in each compensatory school

XX. Release time should be provided for teachers who can work in research and develop new techniques and materials for the disadvantaged

XXI. Outside speakers and persons that can relate themsleves to the disadvantaged should be made available at assemblies and faculty meetings

XXII. Compensatory schools should have an adequate supply budget to effectively administer the program

The Compensatory Education Office would like to extend a sincere "thank you" to members of the Citizens Advisory Committee, the Technical Advisory Committee and the many volunteers who have given their time and energy to Compensatory Education.

Two reports have just been completed for the State Department of Education. One report is a narrative report which explains in length the accomplishments of the Fresno City Compensatory Program. The second report includes the scores of control and experimental groups used in the two year pilot study, data from the evening counseling program at Edison, and a two year budget breakdown.

Both reports are available at the Compensatory Office, 305 E. Belgravia (on the south west corner of Irwin Junior High School). If at all possible, please drop by the Compensatory Office to receive your evaluation reports of the McAteer Project, during the week of June 7-11.

The Director or Coordinator of Compensatory Education would like to spend some time with you and explain the reports.

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